Library Scope and Sequence (January)

MEDIA LITERACY / CyberCurriculum

Grade 1

* Ask and answer questions about why people communicate through media (e.g., recognize the reason for a message). (ML:A:1)

* Recognize familiar information messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in the media communications.) (ML:A:2)r

* Recognize printed text, symbols, shapes and other graphics used in media communications. (ML:B:1)

* Identify a variety of sounds, voice tones, and facial expressions used to convey emotion. (ML:B:2)

* Explain how clothing and costume are used to convey factual and fictional information. (ML:B:3)

* Know that authors write books and illustrators draw pictures in books. (IL:D:4)

CyberSmart

* Recognizing Commercial Intentions
  + Identify ads as links to sites trying to sell something
  + Distinguish ads from content at children's sites

**Cybersmart**

* Recognizing Commercial Intentions

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| [Find the Ad](http://cybersmartcurriculum.org/researchinfo/lessons/k-1/find_the_ad/) | * + 1. [Find the Ad student coloring page](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Find_The_Ad.pdf) |

* + Students learn that the purpose of advertisements is to encourage people to buy something; children also practice differentiating ads from content on Web sites.

Grades 2/3

Ohio Library Guidelines

* Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion). (ML:A:1)

* Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how). (ML:A:2)

* Identify various media communications and messages in print and nonprint formats (e.g., newspaper, television news broadcast, commercial, radio announcements). (ML:B:1)

* Sort and label a variety of sounds, voice tones and face expressions to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry). (ML:B:2)

* Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky). (ML:B:3)

**CyberSmart**

* Things for Sale
  + Students learn that some Web sites are advertising environments intended to promote good feelings about products.

**CommonSense Media**

* Things for Sale
  + Understand the main purpose of product sites is to encourage viewers to buy the product.
  + Recognize how a site's fun and interesting features help sell the product.
  + Create their own product site home pages with features designed to sell their products.

**Activities / Components**

**CyberSmart**

* Recognizing Commercial Intentions

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| [Things for Sale](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/things_for_sale/) | [Things for Sale student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Things_For_Sale.pdf) |

**CommonSense Media**

* [Things for Sale](http://www.commonsensemedia.org/sites/default/files/k-5-research-thingsforsale-lessonplan.pdf)

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| * + 1. View product websites that are designed to entice kids to buy products.     2. Draw a home page for a product that they invent. | * + 1. [My Product Website student handout](http://www.commonsensemedia.org/sites/default/files/k-5-research-thingsforsale-handout.pdf) |

* + Extension: Students identify advertising techniques used in newspapers and magazines aimed at kids.
  + Homework: Students work with a family member to identify advertising techniques that reel in people to movie websites.

Grades 4/5

Ohio Library Guidelines

* Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good). (IL:D:2)

* Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding. (ML:A:1)

* Differentiate between fact and opinion and relevant and irrelevant information found in media communications. (ML:A:2)
  + Activity: "Fact or Opinion." *Library Sparks*, December 2008, p. 47, 48

* Book: Go, Go America / Dan Yaccarino ("hundreds of fun facts about our fifty states in a graphically appealing picture book")

* List reasons for the communication and delivery of information by individuals, groups, businesses and organizations. (ML:A:3)

* Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and non print media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence). (ML:B:1)

* Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, photographer). (ML:B:2)

CyberSmart

* Authentic Learning
  + Identify, describe, and investigate a real-world problem related to making a purchase.
  + Collaborate with other students to plan, conduct research, and analyze data.
  + Apply a problem-solving process that includes reflection.
* Recognizing Commercial Intentions
  + Explain that some Web sites are designed as advertising environments
  + Analyze the features of an advertising environment site
  + Make inferences about the intent of the features in such sites

CommonSense Media

* Advertising Detectives
  + Identify different kinds of advertisements on websites.
  + Understand that the purpose of online advertising is to make people want to buy products.
  + Learn that websites try to make visitors want to hang out there so they an see more ads.
  + Understand that online ads often target them.

**Activities / Components**

**CyberSmart**

* Authentic Learning

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| 1. [Purchasing Power](http://cybersmartcurriculum.org/authentic/lessons/4-5/purchasing_power/) | 1. [Purchasing Power student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/purchasing_power.pdf) |

* Students are guided through a multi-lesson project to collaborate in making real-world purchasing decisions using mathematical and critical thinking skills and accessing Internet resources to collect information.
* Recognizing Commercial Intentions

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| 1. [A Place to Advertise](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/a_place_to_advertise/) | 1. [A Place to Advertise student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/A_Place_To_Advertise.pdf) |

* Students consider that some Web sites are designed as advertising environments to entertain visitors while promoting advertisers' brands and products.

CommonSense Media

* [Advertising Detectives](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-AdDetectives-LessonPlan.pdf)

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| 1. Discuss the similarities between a mall and a website, as both are inviting and try to make products look good. 2. Learn about the five kinds of online ads on children's websites. 3. Analyze a variety of children's sites and identify different kinds of online ads. | 1. [Be an Ad Detective Student Handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-AdDetectives-BeAdDetective-Handout.pdf) |

* Extension: Create an Ad Detectives poster explaining the purpose of online advertising and how to identify it.
* Homework: Challenge a family member to be an ad detective by choosing their favorite site and then together recording how many ads they can find there.

Grade 6

Ohio Library Guidelines

* Discuss why print and nonprint media communications are directed toward specific listeners and viewers. (ML:A:1)

* List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition). (ML:A:2)

* Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others. (ML:A:3)

* Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects). (ML:B:1)

**CommonSense Media**

* Digital Life 101
  + Learn about the 24/7, social nature of digital media.
  + Explore their digital lives.
  + Learn that it is important to act responsibly when carrying out relationships over digital

* My Media
  + Assess how much time they spend with media activities
  + Record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos)
  + Formulate a viewpoint on the role that digital media play in their lives

**Activities / Components**

* [Digital Life 101](http://www.commonsensemedia.org/sites/default/files/digitallife_digitallife101_lessonplan.pdf)

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| * + 1. View *Intro Video - Digital Life 101*     2. Create Similes about digital life | * + 1. [*Intro Video - Digital Life*](http://www.commonsensemedia.org/educators/lesson/digital-life-101-6-8)     2. [My Media Life is Like… student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_DigitalLife101_Handout_MyMediaLife.pdf)     3. [Got Media Smarts? Quiz Handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_DigitalLife101_Handout_GotMediaSmarts.pdf)     4. [Digital Life Glossary](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_DigitalLife101_Handout_DigitalLifeGlossary.pdf) |

* + Extension: Turn similes into songs
  + Homework: Challenge parents in Got Media Smarts? Quiz.
* [My Media](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_MyMediaMap_LessonPlan.pdf)

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| * + 1. Discuss *My Media* Logs     2. Make *My Media* Bar Graphs | * + 1. [My Media Log student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_MyMediaMap_Handout_MediaLog.pdf)     2. [My Media Bar Graph](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_MyMediaMap_Handout_MediaBarGraph.pdf)     3. [Got Media Smarts? Quiz Handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/DigitalLife_DigitalLife101_Handout_GotMediaSmarts.pdf) (if completed from Digital Life 101) |

Super Bowl Ads

Additional Resource: ADMONGO (<http://www.admongo.gov/>)